

Concert Choir

Teacher: Joseph Osowski
2021

Month	Content	Skills	Assessment	Course Learning Targets
September	<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production B1. Breath support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy</p>	<p>A. Rehearsal Technique</p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing with good intonation. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Singing C1. Sight sing music in tune. C2. Sight sing music with correct interval relationships. C3. Sight sing music with chromatic solfege syllables. C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression D1. Perform music with dynamic interest. D2. Perform music with properly</p>	<p>A: Rehearsal Technique</p> <p>A1. Performance assessment A2. Performance assessment A3. Performance assessment</p> <p>B. Vocal Production B1. Performance assessment. B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p>C. Sight Reading C1. Sight singing performance assessment using Bruce Phelps Method, level four. C2. Sight singing performance assessment using Bruce Phelps Method, level four. C3. Sight singing performance assessment using Bruce Phelps Method, level four. C4. Sight singing performance assessment using Bruce Phelps Method, level four.</p> <p>D. Musical Expression D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p>	<p>I can demonstrate healthy vocal production.</p> <p>I can demonstrate effective sight singing.</p> <p>I can perform specific music expression as indicated.</p>

	<p>UEQ: What is successful sight reading?</p> <p>C. Sight Reading C1. Intonation C2. Interval relationships C3. Solfege syllables C4. Rhythm</p> <p>UEQ: What is good musical expression?</p> <p>D. Musical Expression D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ: What is good musical interpretation?</p> <p>E. Musical Interpretation E1. Music in its historical and cultural context E2. Text analysis E3. Personal connection</p> <p>UEQ: What is music theory?</p> <p>F. Music Theory F1. Note names F2. Symbols F3. Intervals - Major / Perfect F4. Vocabulary</p>	<p>executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p>F. Music Theory F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary.</p> <p>G. Music in its historical and cultural context. G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are preparing? G3. Do students understand the location of where their music was composed? G4. Do students understand why the piece was written and how it relates to history?</p>	<p>E. Musical Interpretation E1. Performance assessment. E2. Performance assessment. E3. Performance assessment .</p> <p>F. Music Theory F1. Written note-names assessment. F2. Written signs and syllables assessment. F3. Written major / perfect intervals assessment. F4. Written vocabulary assessment.</p> <p>G. Music in its historical and cultural context G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment. G4. Written assessment, Oral Assessment.</p>	<p>I can interpret music as it relates to history, culture and specific texts.</p> <p>I can identify letter names of pitches, symbols found in music, intervallic relationships and music vocabulary.</p> <p>I can relate music to it's historical and cultural context.</p>
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	<p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition G4. Relation of piece to history</p>			
<p>October</p>	<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p>	<p>A. Rehearsal Technique</p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing with good intonation. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Singing C1. Sight sing music in tune.</p>	<p>A: Rehearsal Technique</p> <p>A1. Performance assessment A2. Performance assessment A3. Performance assessment</p> <p>B. Vocal Production B1. Performance assessment. B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p>C. Sight Reading C1. Sight singing performance assessment using Bruce Phelps Method, level four. C2. Sight singing performance assessment using Bruce Phelps Method, level four. C3. Sight singing performance assessment using Bruce Phelps</p>	

	<p>What is good vocal production?</p> <p>B. Vocal Production B1. Breath support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p>C. Sight Reading C1. Intonation C2. Interval relationships C3. Solfege syllables C4. Rhythm</p> <p>UEQ:</p> <p>What is good musical expression?</p> <p>D. Musical Expression D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ:</p> <p>What is good musical interpretation?</p> <p>E. Musical Interpretation E1. Music in its historical and cultural context E2. Text analysis E3. Personal connection</p>	<p>C2. Sight sing music with correct interval relationships. C3. Sight sing music with chromatic solfege syllables. C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p>F. Music Theory F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary. F5. Critique and reflect on the fall concert.</p> <p>G. Music in its historical and cultural context. G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are preparing?</p>	<p>Method, level four. C4. Sight singing performance assessment using Bruce Phelps Method, level four.</p> <p>D. Musical Expression D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p> <p>E. Musical Interpretation E1. Performance assessment. E2. Performance assessment. E3. Performance assessment .</p> <p>F. Music Theory F1. Written note-names assessment. F2. Written signs and syllables assessment. F3. Written major / perfect intervals assessment. F4. Written vocabulary assessment. F5. Written assessment using the MSHSL ensemble form.</p> <p>G. Music in its historical and cultural context G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment. G4. Written assessment, Oral Assessment.</p>	
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	<p>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory F1. Note names F2. Symbols F3. Intervals - Major / Perfect F4. Vocabulary F5. Concert critique</p> <p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition G4. Relation of piece to history</p>	<p>G3. Do students understand the location of where their music was composed?</p> <p>G4. Do students understand why the piece was written and how it relates to history?</p>		
November	<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? 	<p>A. Rehearsal Technique A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production B1. Sing with supported vocal tone.</p>	<p>A: Rehearsal Technique A1. Performance assessment A2. Performance assessment A3. Performance assessment</p> <p>B. Vocal Production B1. Performance assessment. B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p>	

	<p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production B1. Breath support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p>C. Sight Reading C1. Intonation C2. Interval relationships C3. Solfege syllables C4. Rhythm</p> <p>UEQ:</p> <p>What is good musical expression?</p> <p>D. Musical Expression D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ:</p>	<p>B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing with good intonation. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Singing C1. Sight sing music in tune. C2. Sight sing music with correct interval relationships. C3. Sight sing music with chromatic solfege syllables. C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p>F. Music Theory F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary.</p> <p>G. Music in its historical and cultural context. G1. Do students understand the</p>	<p>C. Sight Reading C1. Sight singing performance assessment using Bruce Phelps Method, level four. C2. Sight singing performance assessment using Bruce Phelps Method, level four. C3. Sight singing performance assessment using Bruce Phelps Method, level four. C4. Sight singing performance assessment using Bruce Phelps Method, level four.</p> <p>D. Musical Expression D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p> <p>E. Musical Interpretation E1. Performance assessment. E2. Performance assessment. E3. Performance assessment.</p> <p>F. Music Theory F1. Written note-names assessment. F2. Written signs and syllables assessment. F3. Written major / perfect intervals assessment. F4. Written vocabulary assessment.</p> <p>G. Music in its historical and cultural context G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment.</p>	
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	<p>What is good musical interpretation?</p> <p>E. Musical Interpretation E1. Music in its historical and cultural context E2. Text analysis E3. Personal connection</p> <p>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory F1. Note names F2. Symbols F3. Intervals - Major / Perfect F4. Vocabulary</p> <p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition G4. Relation of piece to history</p>	<p>composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are preparing? G3. Do students understand the location of where their music was composed? G4. Do students understand why the piece was written and how it relates to history?</p>	<p>G4. Written assessment, Oral Assessment.</p>	
<p>December</p>	<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL 	<p>A. Rehearsal Technique</p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique.</p>	<p>A: Rehearsal Technique A1. Performance assessment A2. Performance assessment A3. Performance assessment</p>	

	<p>COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</p> <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production B1. Breath support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p>C. Sight Reading C1. Intonation C2. Interval relationships C3. Solfege syllables C4. Rhythm</p> <p>UEQ:</p>	<p>A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing in tune. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Reading C1. Sight read music in tune. C2. Sight read music with correct interval relationships. C3. Sight read music with solfege syllables using the system of moveable DO. C4. Sight read music with correct correct rhythms both simple and complex.</p> <p>D. Musical Expression D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts.</p>	<p>B. Vocal Production B1. Performance assessment. B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p>C. Sight Reading C1. Sight singing performance assessment using Bruce Phelps Method, level five. C2. Sight singing performance assessment using Bruce Phelps Method, level five. C3. Sight singing performance assessment using Bruce Phelps Method, level five. C4. Sight singing performance assessment using Bruce Phelps Method, level five.</p> <p>D. Musical Expression D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p> <p>E. Musical Interpretation E1. Performance assessment. E2. Performance assessment. E3. Performance assessment.</p> <p>F. Music Theory F1. Written key signatures assessment. F2. Written, aural listening assessment. F3. Written, aural minor/augmented intervals assessment. F4. Written, aural rhythm assessment. F5. Written assessment, MSHSL form.</p>	
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	<p>What is good musical expression?</p> <p>D. Musical Expression D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ:</p> <p>What is good musical interpretation?</p> <p>E. Musical Interpretation E1. Music in its historical and cultural context E2. Text analysis E3. Personal connection</p> <p>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory F1. Key Signatures F2. Music Listening Unit F3. Intervals - minor / augmented F4. Rhythm F5. Concert critique</p> <p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer</p>	<p>E3. Understand how the music relates to them personally.</p> <p>F. Music Theory F1. Identify key signatures. F2. Identify ten musical works by facts. F2. Identify aurally ten musical works. F3. Understand and identify minor and augmented intervals. F4. Understand rhythm both simple and complex. F5. Critique and reflect on the winter concert.</p> <p>G. Music in its historical and cultural context. G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are preparing? G3. Do students understand the location of where their music was composed? G4. Do students understand why the piece was written and how it relates to history?</p>	<p>G. Music in its historical and cultural context G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment. G4. Written assessment, Oral Assessment.</p>	
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	<p>G2. Era of composition G3. Location of composition G4. Relation of pieces to history</p>			
January	<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production B1. Breath support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy</p> <p>UEQ:</p>	<p>A. Rehearsal Technique A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing in tune. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Reading C1. Sight read music in tune. C2. Sight read music with correct interval relationships. C3. Sight read music with solfege syllables using the system of moveable DO. C4. Sight read music with correct correct rhythms.</p> <p>D. Musical Expression D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation.</p>	<p>A: Rehearsal Technique A1. Performance assessment A2. Performance assessment A3. Performance assessment</p> <p>B. Vocal Production B1. Performance assessment. B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p>C. Sight Reading C1. Sight singing performance assessment using Bruce Phelps Method, level five. C2. Sight singing performance assessment using Bruce Phelps Method, level five. C3. Sight singing performance assessment using Bruce Phelps Method, level five. C4. Sight singing performance assessment using Bruce Phelps Method, level five.</p> <p>D. Musical Expression D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p> <p>E. Musical Interpretation E1. Performance assessment.</p>	

	<p>What is successful sight reading?</p> <p>C. Sight Reading C1. Intonation C2. Interval relationships C3. Solfege syllables C4. Rhythm</p> <p>UEQ:</p> <p>What is good musical expression?</p> <p>D. Musical Expression D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ:</p> <p>What is good musical interpretation?</p> <p>E. Musical Interpretation E1. Music in its historical and cultural context E2. Text analysis E3. Personal connection</p> <p>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory F1. Key Signatures F2. Music Listening Unit F3. Intervals - minor / augmented F4. Rhythm F5. Concert critique</p>	<p>D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p>F. Music Theory F1. Identify key signatures. F2. Identify ten musical works by facts. F2. Identify aurally ten musical works. F3. Understand and identify minor and augmented intervals. F4. Understand rhythm both simple and complex.</p> <p>G. Music in its historical and cultural context. G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are preparing? G3. Do students understand the location of where their music was composed? G4. Do students understand why the piece was written and how it relates to history?</p>	<p>E2. Performance assessment. E3. Performance assessment.</p> <p>F. Music Theory F1. Written key signatures assessment. F2. Written, aural listening assessment. F3. Written, aural minor/augmented intervals assessment. F4. Written, aural rhythm assessment. F5. Written assessment, MSHSL form.</p> <p>G. Music in its historical and cultural context G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment. G4. Written assessment, Oral Assessment.</p>	
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	<p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition G4. Relation of pieces to history</p>			
<p>February</p>	<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p>	<p>A. Rehearsal Technique</p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing in tune. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Reading C1. Sight read music in tune. C2. Sight read music with correct</p>	<p>A: Rehearsal Technique A1. Performance assessment A2. Performance assessment A3. Performance assessment</p> <p>B. Vocal Production B1. Performance assessment. B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p>C. Sight Reading C1. Sight singing performance assessment using Bruce Phelps Method, level five. C2. Sight singing performance assessment using Bruce Phelps Method, level five. C3. Sight singing performance assessment using Bruce Phelps Method, level five. C4. Sight singing performance</p>	

	<p>What is good vocal production?</p> <p>B. Vocal Production B1. Breath support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p>C. Sight Reading C1. Intonation C2. Interval relationships C3. Solfege syllables C4. Rhythm</p> <p>UEQ:</p> <p>What is good musical expression?</p> <p>D. Musical Expression D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ:</p> <p>What is good musical interpretation?</p> <p>E. Musical Interpretation E1. Music in its historical and cultural context E2. Text analysis E3. Personal connection</p>	<p>interval relationships. C3. Sight read music with solfege syllables using the system of moveable DO. C4. Sight read music with correct correct rhythms.</p> <p>D. Musical Expression D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p>F. Music Theory F1. Identify key signatures. F2. Identify ten musical works by facts. F2. Identify aurally ten musical works. F3. Understand and identify minor and augmented intervals. F4. Understand rhythm both simple and complex.</p> <p>G. Music in its historical and cultural context. G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are</p>	<p>assessment using Bruce Phelps Method, level five.</p> <p>D. Musical Expression D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p> <p>E. Musical Interpretation E1. Performance assessment. E2. Performance assessment. E3. Performance assessment.</p> <p>F. Music Theory F1. Written key signatures assessment. F2. Written, aural listening assessment. F3. Written, aural minor/augmented intervals assessment. F4. Written, aural rhythm assessment. F5. Written assessment, MSHSL form.</p> <p>G. Music in its historical and cultural context G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment. G4. Written assessment, Oral Assessment.</p>	
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	<p>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory F1. Key Signatures F2. Music Listening Unit F3. Intervals - minor / augmented F4. Rhythm</p> <p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition G4. Relation of pieces to history</p>	<p>preparing?</p> <p>G3. Do students understand the location of where their music was composed?</p> <p>G4. Do students understand why the piece was written and how it relates to history?</p>		
<p>March</p>	<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? 	<p>A. Rehearsal Technique A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production B1. Sing with supported vocal tone.</p>	<p>A: Rehearsal Technique A1. Performance assessment A2. Performance assessment A3. Performance assessment</p> <p>B. Vocal Production B1. Performance assessment. B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p>	

	<p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production B1. Breath support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p>C. Sight Reading C1. Intonation C2. Interval relationships C3. Solfege syllables C4. Rhythm</p> <p>UEQ:</p> <p>What is good musical expression?</p> <p>D. Musical Expression D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ:</p>	<p>B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing in tune. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Reading C1. Sight read music in tune. C2. Sight read music with correct interval relationships. C3. Sight read music with chromatic solfege syllables using the system of moveable DO. C4. Sight read music with correct correct rhythms.</p> <p>D. Musical Expression D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p>F. Music Theory F1. Identify the four kinds of triads. F2. Identify and write scales. F3. Identify the seven music modes. F4. Critique and reflect on the Mid-Winter Concert.</p> <p>G. Music in its historical and</p>	<p>C. Sight Reading C1. Sight singing performance assessment using Bruce Phelps Method, level six. C2. Sight singing performance assessment using Bruce Phelps Method, level six. C3. Sight singing performance assessment using Bruce Phelps Method, level six. C4. Sight singing performance assessment using Bruce Phelps Method, level six.</p> <p>D. Musical Expression D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p> <p>E. Musical Interpretation E1. Performance assessment. E2. Performance assessment. E3. Performance assessment.</p> <p>F. Music Theory F1. Written, oral assessment. F2. Written assessment. F3. Written assessment. F4. Written assessment using the MSHSL ensemble form.</p> <p>G. Music in its historical and cultural context G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment.</p>	
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	<p>What is good musical interpretation?</p> <p>E. Musical Interpretation E1. Music in its historical and cultural context E2. Text analysis E3. Personal connection</p> <p>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory F1. Triads: major, minor, augmented, diminished. F2. Scales F3. Modes F4. Concert critique</p> <p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition G4. Relation of piece to history</p>	<p>cultural context. G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are preparing? G3. Do students understand the location of where their music was composed? G4. Do students understand why the piece was written and how it relates to history?</p>	<p>G4. Written assessment, Oral Assessment.</p>	
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<p>April</p>	<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production B1. Breath support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p>C. Sight Reading C1. Intonation C2. Interval relationships</p>	<p>A. Rehearsal Technique A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing in tune. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Reading C1. Sight read music in tune. C2. Sight read music with correct interval relationships. C3. Sight read music with chromatic solfege syllables using the system of moveable DO. C4. Sight read music with correct correct rhythms.</p> <p>D. Musical Expression D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation E1. Understand music in historical and cultural contexts. E2. Understand the meanings of</p>	<p>A: Rehearsal Technique A1. Performance assessment A2. Performance assessment A3. Performance assessment</p> <p>B. Vocal Production B1. Performance assessment. B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p>C. Sight Reading C1. Sight singing performance assessment using Bruce Phelps Method, level six. C2. Sight singing performance assessment using Bruce Phelps Method, level six. C3. Sight singing performance assessment using Bruce Phelps Method, level six. C4. Sight singing performance assessment using Bruce Phelps Method, level six.</p> <p>D. Musical Expression D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p> <p>E. Musical Interpretation E1. Performance assessment. E2. Performance assessment. E3. Performance assessment.</p> <p>F. Music Theory F1. Written, oral assessment. F2. Written assessment. F3. Written assessment. F4. Written assessment using the</p>	
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	<p>C3. Solfege syllables C4. Rhythm</p> <p>UEQ:</p> <p>What is good musical expression?</p> <p>D. Musical Expression D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ:</p> <p>What is good musical interpretation?</p> <p>E. Musical Interpretation E1. Music in its historical and cultural context E2. Text analysis E3. Personal connection</p> <p>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory F1. Triads: major, minor, augmented, diminished. F2. Scales F3. Modes F4. Concert critique</p> <p>UEQ:</p> <p>What constitutes a good</p>	<p>various musical texts. E3. Understand how the music relates to them personally.</p> <p>F. Music Theory F1. Identify the four kinds of triads. F2. Identify and write scales. F3. Identify the seven music modes. F4. Critique and reflect on Large Group Festival.</p> <p>G. Music in its historical and cultural context. G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are preparing? G3. Do students understand the location of where their music was composed? G4. Do students understand why the piece was written and how it relates to history?</p>	<p>MSHSL ensemble form.</p> <p>G. Music in its historical and cultural context G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment. G4. Written assessment, Oral Assessment.</p>	
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	<p>understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition G4. Relation of piece to history</p>			
<p>May</p>	 <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p> <p>What is good vocal production?</p>	<p>A. Rehearsal Technique A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing in tune. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Reading C1. Sight read music in tune. C2. Sight read music with correct interval relationships. C3. Sight read music with chromatic solfege syllables using the system of moveable DO. C4. Sight read music with correct</p>	<p>A: Rehearsal Technique A1. Performance assessment A2. Performance assessment A3. Performance assessment</p> <p>B. Vocal Production B1. Performance assessment. B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p>C. Sight Reading C1. Sight singing performance assessment using Bruce Phelps Method, level six. C2. Sight singing performance assessment using Bruce Phelps Method, level six. C3. Sight singing performance assessment using Bruce Phelps Method, level six. C4. Sight singing performance assessment using Bruce Phelps Method, level six.</p> <p>D. Musical Expression</p>	

	<p>B. Vocal Production B1. Breath support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p>C. Sight Reading C1. Intonation C2. Interval relationships C3. Solfege syllables C4. Rhythm</p> <p>UEQ:</p> <p>What is good musical expression?</p> <p>D. Musical Expression D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ:</p> <p>What is good musical interpretation?</p> <p>E. Musical Interpretation E1. Music in its historical and cultural context E2. Text analysis E3. Personal connection</p> <p>UEQ:</p>	<p>correct rhythms.</p> <p>D. Musical Expression D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p>F. Music Theory F1. Identify the four kinds of triads. F2. Identify and write scales. F3. Identify the seven music modes. F4. Critique and reflect on the spring concert.</p> <p>G. Music in its historical and cultural context. G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are preparing? G3. Do students understand the location of where their music was composed? G4. Do students understand why the piece was written and how it relates to history?</p>	<p>D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p> <p>E. Musical Interpretation E1. Performance assessment. E2. Performance assessment. E3. Performance assessment.</p> <p>F. Music Theory F1. Written, oral assessment. F2. Written assessment. F3. Written assessment. F4. Written assessment using the MSHSL ensemble form.</p> <p>G. Music in its historical and cultural context G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment. G4. Written assessment, Oral Assessment.</p>	
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	<p>What is music theory?</p> <p>F. Music Theory</p> <ul style="list-style-type: none">F1. Triads: major, minor, augmented, diminished.F2. ScalesF3. ModesF4. Concert critique <p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context</p> <ul style="list-style-type: none">G1. ComposerG2. Era of compositionG3. Location of compositionG4. Relation of piece to history			
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